

Adult Learner: Mental Skills

Sample



Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a 90 day 100% no questions asked money back guarantee!

With our training courseware you are able to:

- Add your name and logo (and remove ours).
- Add your own content to make the training more relevant to your clients (i.e. using examples and case studies from within your organization or city)
- Train unlimited users within your organization.
- No Annual Renewal Fees
- Download training material on your time from our secure servers

United States

73 Greentree Drive, Box #68

Dover, Delaware 19904

Toll-free: 1-877-610-3660

Fax: 1-877-610-3661

sales@corporatetrainingmaterials.com

International

116 Provost Street, New Glasgow, NS

Canada, B2H 2P4

Phone: 001-902-695-3660

Fax: 001-902-695-3661

sales@corporatetrainingmaterials.com

Any technical issues or questions can be addressed by our support team

support@corporatetrainingmaterials.com

Our Product Catalog contains our entire library of available and upcoming courses. Please follow this link: http://corporatetrainingmaterials.com/product_catalog.pdf

Review our License Agreement to answer any licensing questions you may have. Please follow this link: http://corporatetrainingmaterials.com/license_agreement.pdf

TABLE OF CONTENTS

<i>What is Courseware?</i>	3
<i>How Do I Customize My Course?</i>	3
<i>Materials Required</i>	4
<i>Maximizing Your Training Power</i>	5
Icebreakers	6
<i>Icebreaker: Friends Indeed</i>	7
Instructor Guide Sample	8
<i>Sample Module: Bloom’s Taxonomy</i>	9
<i>Bloom’s Theory</i>	9
<i>History</i>	10
<i>New Understanding</i>	12
<i>Definition</i>	13
<i>Case Study</i>	14
<i>Module Two: Review Questions</i>	15
Activities	18
Quick Reference Sheets	20
Certificate of Completion	22
PowerPoint Sample	1
Full Course Table of Contents	6

What is Courseware?



Welcome to Corporate Training Materials, a completely new training experience!

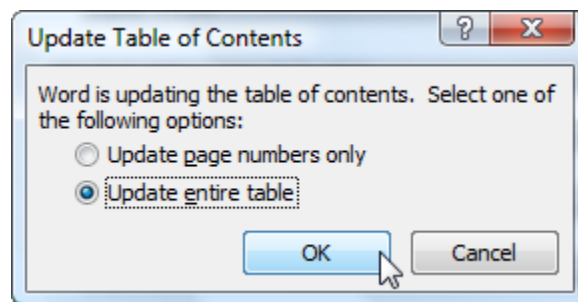
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

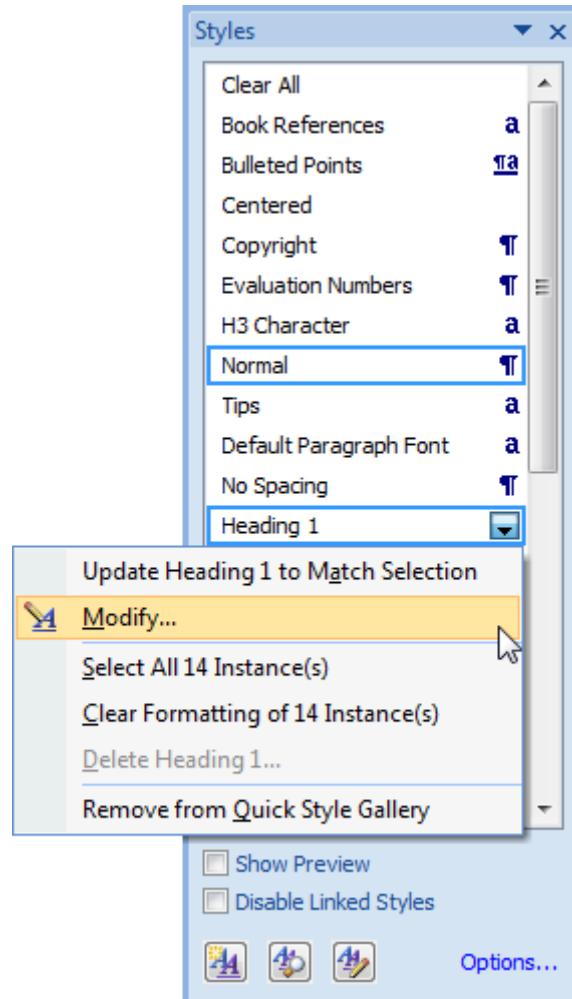


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to [Word 2007 or 2010 Essentials](#) by Corporate Training Materials.

Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
 - Use examples, case studies, and stories that are relevant to the group.
 - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
 - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

Icebreakers

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

Icebreaker: Friends Indeed

Purpose

Have the participants moving around and help to make introductions to each other.

Materials Required

- Name card for each person
- Markers

Preparation

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

Activity

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

Instructor Guide Sample

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow.

Lev S. Vygotsky

Sample Module: Bloom's Taxonomy



Bloom's Taxonomy has been a staple of educators for decades, particularly in the cognitive domain. Educators of both children and adults must be aware of the theory's history and how it has changed over the years. A fundamental understanding of Bloom's Taxonomy is essential, particularly when attempting to implement it in the classroom.

Bloom's Theory



The learning hierarchy is the focus of Bloom's theory. In the hierarchy, the students master the basic stage of the learning domain before moving on to the next one. Like walking up a flight of stairs, students eventually manage to reach the top. As they master each level, they discover the ability to implement learning strategies and improve their skills. In this theory, teachers use the taxonomy to guide the students through to the higher levels of thinking and understanding. The three domains work together to create learning objectives, guide activities, and develop effective assessments.

Each domain identified is broken down to levels or categories with specific behaviors, activities, and example words that identify when students have mastered skills from each level of the domain.

Estimated Time	7 minutes
Topic Objective	Review Bloom's Theory.
Topic Summary	Bloom's Theory Discuss Bloom's Theory.

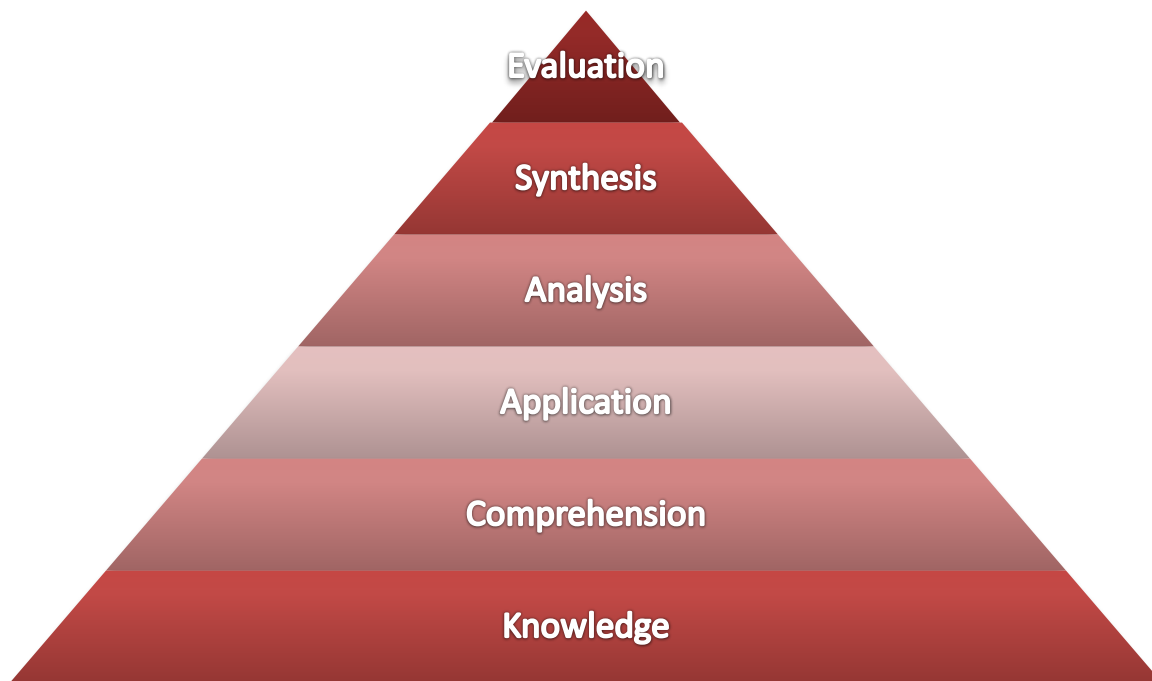
Materials Required	Flipchart/board, marker
Planning Checklist	None
Recommended Activity	Discuss your familiarity with the Bloom's theory. List what participants know on the flipchart/board.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	What is the focus of Bloom's Taxonomy?

History

Benjamin Bloom was an education psychologist who developed a taxonomy in 1956, with other experts.



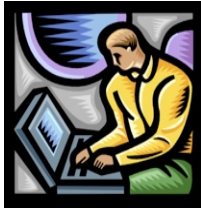
The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance. The three domains that Bloom and his team discovered were cognitive, affective, and psychomotor. The original taxonomy was the cognitive domain, shown below.



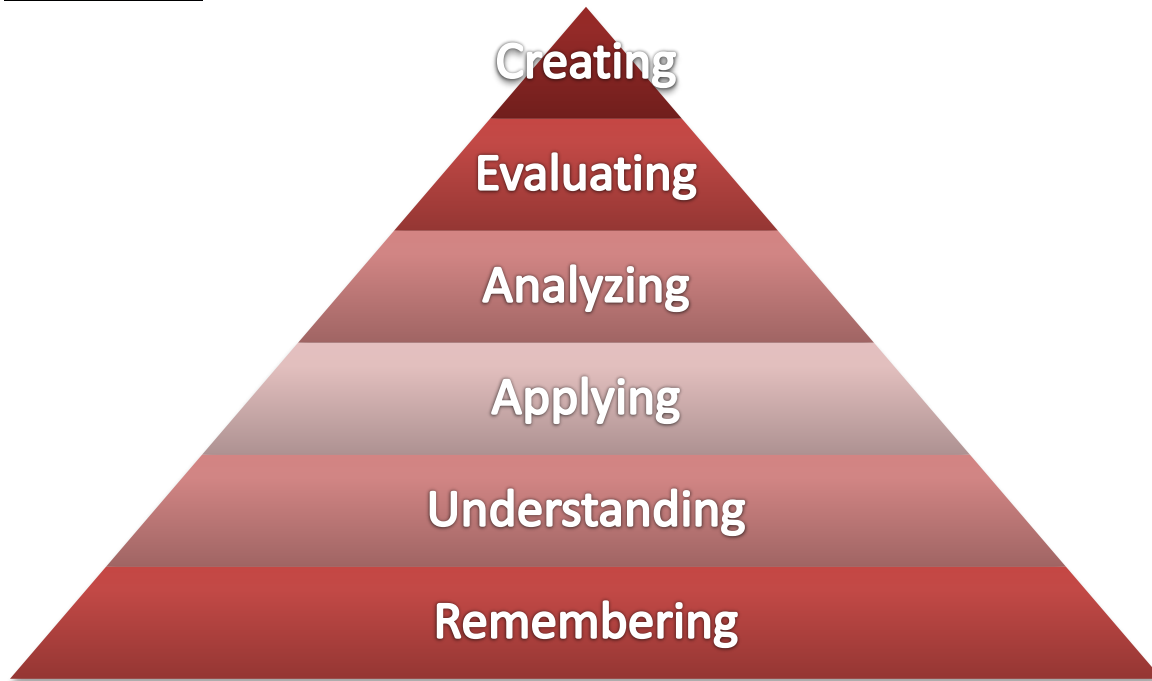
Other domains would follow later, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated by a student in 2000, which we will explore later.

Estimated Time	8 minutes
Topic Objective	Consider the history of Bloom's Taxonomy.
Topic Summary	History Discuss Bloom's Taxonomy.
Materials Required	Flipchart/board and marker
Planning Checklist	None
Recommended Activity	Share your experienced and understanding of Bloom's Taxonomy. Why are the different domains useful? Write ideas on the flipchart/board.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	When was the cognitive domain updated?

New Understanding



Lorin Anderson and David Krathwohl revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

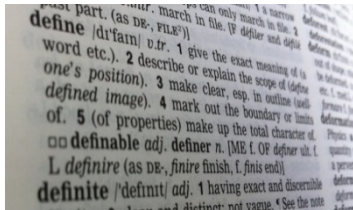


Anderson and Krathwohl saw the limitation of the original theory and expanded on it, which we will explore in a later module.

Estimated Time	8 minutes
Topic Objective	Review the new understanding of Bloom's Taxonomy.
Topic Summary	New Understanding Discuss the new understanding of Bloom's Taxonomy.
Materials Required	Flipchart/board and marker
Planning Checklist	None.
Recommended Activity	Discuss changes in the taxonomy. Are they more relevant? How? List answers on the flipchart/board.

Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	How was the taxonomy revised?

Definition



The cognitive domain is what most people associate with education because it is knowledge based. Focusing on the cognitive domain increases intellectual capability. The six levels of the domain move from the simplest at the bottom to the most complex at the top. Some educators, however, do not follow the prescribed order of stages. There is also some disagreement as to whether the original or updated version

of the domain is more effective. Situations that require more creative activities typically benefit better from the updated version.

Estimated Time	7 minutes
Topic Objective	Review the definition of the cognitive domain.
Topic Summary	Definition Discuss the definition of the cognitive domain.
Materials Required	Flipchart/board, marker
Planning Checklist	None
Recommended Activity	Discuss the pros and cons of the different cognitive domains. Place ideas on the flipchart/board.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	How many categories of the cognitive domain are there?

Case Study



Elizabeth was planning to teach a course on emotional intelligence. She decided to focus on the higher levels of the cognitive domain since her students were adults. Over the course of the program, she discovered that the students were not retaining or understanding some of the more basic information. She consulted Scott, her business partner, and he told her that she was skipping over the base of the cognitive domain too quickly. They need to know and understand material in order to improve the higher order thinking skills.

Estimated Time	6 minutes
Topic Objective	Outline the Bloom's Taxonomy case study.
Topic Summary	Case Study Discuss the importance of the cognitive domain.
Materials Required	None
Planning Checklist	None
Recommended Activity	Discuss the outcome of the case study.
Stories to Share	Share any personal, relevant stories.
Delivery Tips	Encourage everyone to participate.
Review Questions	What problem is the class having?

Module Two: Review Questions

1. What is necessary for reaching higher skills?

- a) Hierarchy
- b) Nothing
- c) Develop learning strategies
- d) Define learning

In the hierarchy, the students master the basic stage of the learning domain before moving on to the next one. Like walking up a flight of stairs, students eventually manage to reach the top. As they master each level, they discover the ability to implement learning strategies and improve their skills.

2. What is created from the domains of Bloom's Taxonomy?

- a) Learning objectives
- b) Activities
- c) Assessments
- d) All of the above

The three domains work together to create learning objectives, guide activities, and develop effective assessments.

3. In what year was Bloom's Taxonomy developed?

- a) 1973
- b) 1956
- c) 1964
- d) Unknown

Benjamin Bloom was an education psychologist who developed a taxonomy in 1956, with other experts. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance.

4. What is a domain in Bloom's Taxonomy?

- a) Cognitive
- b) Psychomotor
- c) Affective
- d) All of the above

Other domains would follow later, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated by a student in 2000.

5. What category did the updated model remove?

- a) Understanding
- b) Knowledge
- c) Analysis
- d) Creativity

Lorin Anderson revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

6. How was the taxonomy changed?

- a) Action oriented
- b) It was not
- c) 7 stages
- d) None of the above

Lorin Anderson and David Krathwohl revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

7. What actions benefit from the updated version?

- a) Factual
- b) Emotional
- c) Comprehensive
- d) Creative

There is also some disagreement as to whether the original or updated version of the domain is more effective. Situations that require more creative activities typically benefit better from the updated version.

8. What domain do most people focus on?

- a) Affective
- b) Cognitive
- c) Psychomotor
- d) None

The cognitive domain is what most people associate with education because it is knowledge based. Focusing on the cognitive domain increases intellectual capability.

9. What did Elizabeth focus on?

- a) Affective domain
- b) Lower levels
- c) Higher levels
- d) A & C

Elizabeth was planning to teach a course on emotional intelligence. She decided to focus on the higher levels of the cognitive domain since her students were adults.

10. What was the problem from the case study?

- a) Lack of interest
- b) Failure to synthesize
- c) Poor attitude
- d) Failure to retain

Over the course of the program, she discovered that the students were not retaining or understanding some of the more basic information. She consulted Scott, her business partner, and he told her that she was skipping over the base of the cognitive domain too quickly.

Activities

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

Sample Worksheet: Knowledge Actions

Brainstorm a list of actions that indicate students are acquiring knowledge.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Quick Reference Sheets

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Adult Learner: Mental Skills

Bloom's Taxonomy

Bloom's Taxonomy has been a staple of educators for decades, particularly in the cognitive domain. Educators of both children and adults must be aware of the theory's history and how it has changed over the years. A fundamental understanding of Bloom's Taxonomy is essential, particularly when attempting to implement it in the classroom.

Definition

The cognitive domain is what most people associate with education because it is knowledge based. Focusing on the cognitive domain increases intellectual capability. The six levels of the domain move from the simplest at the bottom to the most complex at the top. Some educators, however, do not follow the prescribed order of stages. There is also some disagreement as to whether the original or updated version of the domain is more effective. Situations that require more creative activities typically benefit better from the updated version.

Types of Knowledge

Bloom's original cognitive domain identified three different types or levels of knowledge. These were factual, conceptual, and procedural. The updated domain added a fourth level, the metacognitive. Understanding these levels of knowledge and their differences is necessary for implementing the cognitive domain.

Certificate of Completion

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.

CERTIFICATE OF COMPLETION

[Name]

Has mastered the course

Adult Learning: Mental Skills

Awarded this _____ day of _____, 20__

Presenter Name and Title

PowerPoint Sample

Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

Module Two: Bloom's Taxonomy

Bloom's Taxonomy has been a staple of educators for decades, particularly in the cognitive domain. Educators of both children and adults must be aware of the theory's history and how it has changed over the years.

A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow.

Lev S. Vygotsky



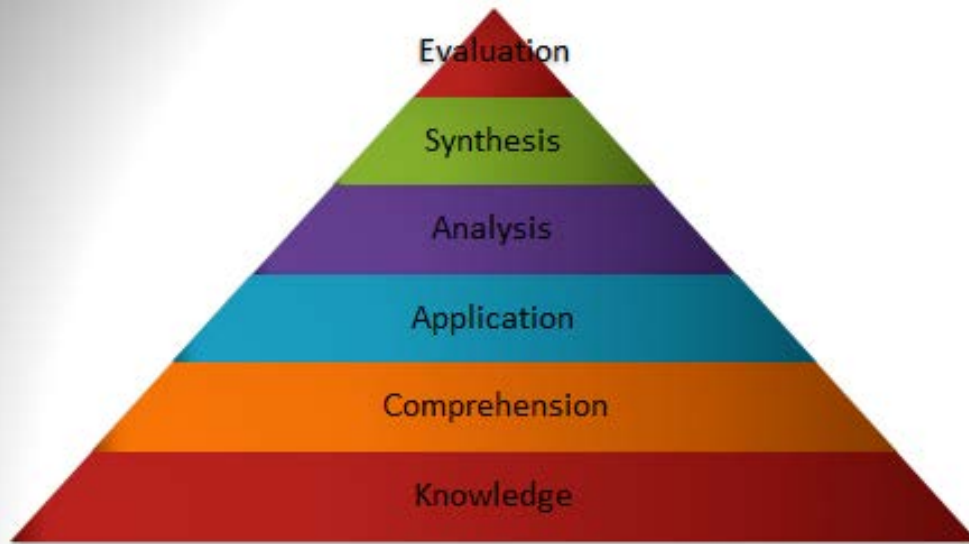
Bloom's Theory

Learning Objectives

Guide
Activities

Effective
Assessments

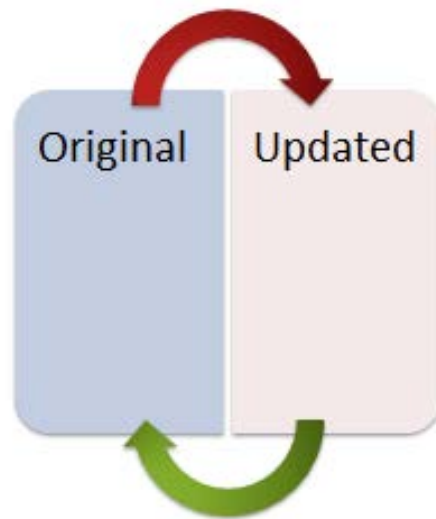
History



New Understanding



Definition



Case Study

Elizabeth was planning to teach a course on emotional intelligence.

She focused on the higher levels of the cognitive domain

The students were not understanding basic information

She was skipping over the base of the cognitive domain

Module Two: Review Questions

1. What is necessary for reaching higher skills?

- a) **Hierarchy.**
- b) Nothing.
- c) Develop learning strategies.
- d) Define learning.

In the hierarchy, the students master the basic stage of the learning domain before moving on to the next one. Like walking up a flight of stairs, students eventually manage to reach the top. As they master each level, they discover the ability to implement learning strategies and improve their skills.

2. What is created from the domains of Bloom's Taxonomy?

- a) Learning objectives.
- b) Activities.
- c) Assessments.
- d) **All of the above.**

The three domains work together to create learning objectives, guide activities, and develop effective assessments.

Module Two: Review Questions

3. In what year was Bloom's Taxonomy developed?

- a) 1973.
- b) **1956.**
- c) 1964.
- d) Unknown.

Benjamin Bloom was an education psychologist who developed a taxonomy in 1956, with other experts. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance.

4. What is a domain in Bloom's Taxonomy?

- a) Cognitive.
- b) Psychomotor.
- c) Affective.
- d) **All of the above.**

Other domains would follow later, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated by a student in 2000.

Full Course Table of Contents

Preface	7
What is Courseware?	7
How Do I Customize My Course?	7
Materials Required	9
Maximizing Your Training Power	9
Module One: Getting Started	11
Housekeeping Items	11
The Parking Lot	12
Workshop Objectives.....	12
Action Plan Form	13
Evaluation Form.....	14
Module Two: Bloom’s Taxonomy	15
Bloom’s Theory	15
History.....	16
New Understanding	17
Definition	18
Case Study	19
Module Two: Review Questions.....	19
Module Three: Knowledge	23
Behavior.....	23
Actions	24
Examples.....	24
Implementation	26
Case Study	26
Module Three: Review Questions	28
Module Four: Comprehension	31
Behavior.....	31
Actions	32

Examples.....	33
Implementation	34
Case Study	34
Module Four: Review Questions	35
Module Five: Application	38
Behavior.....	38
Actions	39
Examples.....	39
Implementation	41
Case Study	41
Module Five: Review Questions	43
Module Six: Analysis	46
Behavior.....	46
Actions	47
Examples.....	48
Implementation	49
Case Study	49
Module Six: Review Questions	51
Module Seven: Synthesis.....	54
Behavior.....	54
Actions	55
Examples.....	56
Implementation	57
Case Study	57
Module Seven: Review Questions	58
Module Eight: Evaluation	61
Behavior.....	61
Actions	62
Examples.....	63

Implementation	64
Case Study	64
Module Eight: Review Questions.....	66
Module Nine: Updated Version	69
Remembering and Understanding	69
Applying and Analyzing.....	70
Evaluating	70
Creating.....	71
Case Study	72
Module Nine: Review Questions	73
Module Ten: Types of Knowledge.....	76
Factual	76
Conceptual.....	77
Procedural.....	78
Metacognitive	80
Case Study	81
Module Ten: Review Questions.....	82
Module Eleven: Training.....	85
Examples.....	85
Problem Solving	86
Qualitative Assessments.....	86
Create Plans.....	87
Case Study	88
Module Eleven: Review Questions	90
Module Twelve: Wrapping Up	93
Words from the Wise	93
Review of Parking Lot	93
Lessons Learned.....	93
Completion of Action Plans and Evaluations.....	94